

18
ONTARIO PROVINCIAL ELECTIONS, 1902

DEPARTMENT OF EDUCATION

Canada for the Canadians in Text Books.	
Reduction in Price of School Books.	
Reduction in Number of School Books.	
Number of Public Schools	6,010
Number of Teachers	9,440
Growth of Education in every Department.	
Total Grants for all Public, High and Separate School purposes, 1901...	\$743,142
Total Grants for all Educational pur- poses, 1901	\$968,951

The Education Department has charge of the whole School System of the Province. It is authorized to make regulations for the classification, organization, examination and management of Kindergarten Schools, Public and Separate Schools, High Schools and Collegiate Institutes, Normal and Model Schools, Ontario Normal College, Technical Schools, Teachers' Institutes, Public Libraries and Art Schools. Every Statute by law affecting the University is submitted to the Minister of Education for approval. It prescribes the examinations for pupils and teachers in the schools already mentioned, authorizes text books, distributes the grant appropriated by the Legislature according to Statute and generally takes the supervision of the whole work of public education in the Province.

The Regulations of the Education Department.

The Regulations of the Education Department are prepared by the Minister, after such consultation with the Inspectors, teachers and others as he may deem expedient. These Regula-

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Departmental Examinations whatsoever, unless the visits of the Inspector be considered an examination.

(2) A pupil may pass from the Kindergarten through the Public School and High School by simply taking one examination, viz: the entrance to the High School, for which no fees are imposed by the Department. If fees are charged in any case it is on the authority of the Board of Trustees.

Examinations for Matriculation.

In 1883, examinations for Matriculation into the University took place in September, at a time most inconvenient to pupils and teachers, and each of the four Universities of Ontario had a separate examination, for which an entrance fee was invariably charged. Now, any person may pass his matriculation examination at the close of the school term in June, on a common standard accepted by all the Universities.

The Examination of Teachers.

In 1875 there were 17 different grades of certificates issued to teachers of Public Schools. In 1901 there are only 3 non-professional grades, viz: 1st, 2nd, and District. In 1875 there were four grades of certificates issued to teachers of High Schools; now there are three grades. A reduction in the grades of teachers' certificates from 24 in 1875 to 6 in 1897 is not unworthy of notice.

Appointment of Examiners.

The Opposition alleges that because High School masters are appointed examiners by the Education Department, that they are therefore made subservient to the political views of the Government. It is not true, however that examiners are appointed either by the Minister of Education or by the Government. By an Act of the Session of 1897, an educational council of twelve persons is appointed, to whom the whole work of the examination of teachers is entrusted. Six members of the Council are appointed by the University, and six by the Minister of Education.

These represent every University in the Province, as well as the High and Public Schools, and are men of the highest standing as educationists. By Act of Parliament this Council is authorized to appoint examiners for the different departmental examinations. The list from which their choice is made is sub-

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mitted by the Minister of Education, and consists of such persons as hold a Degree from some Provincial University, or a First Class Certificate and actively engaged in teaching. The Minister is required to submit at least twice as many names as may be required for the work of examination, and from this list the Council makes its choice, and its choice is final. When it is stated that the Minister invariably submits the name of every person qualified for appointment, the charge that the patronage of the Department is used for political purposes utterly fails. If any examiner had been appointed by the Minister, or omitted from the list of eligible appointments because of his political predilections, there would be some cause for complaint. But of this there is no proof.

Consultative Council.

By an amendment made to the School Act in 1900, the Educational Council was authorized to act as a Consultative Committee to "confer with the Minister on such matters as he may from time to time submit to them." Mr. Whitney has for several Sessions advocated an Advisory or Consultative Board on which all the teaching bodies in the Province should be represented. The Educational Council is practically such a Board as Mr. Whitney advocates. Mr. Whitney does not say he would like such a Board to be elected directly by the teachers; if so, he would be proposing the adoption of a scheme which was accepted by the Legislature in 1874 and discarded in 1876, after two years' trial. The Bill for the abolition of the Elective Council of 1874 was introduced by the late Hon. Mr. Crooks at the instance of Dr. Ryerson. Prominent members on both sides of the House supported its abolition. Mr. Paterson, of Essex, lately Governor of Manitoba, said in the discussion of the Bill that "he was glad to find the Council of Public Instruction was to be legislated out of existence as it was a change in the right direction from irresponsible to responsible government." The second reading of the Bill was opposed only by twenty-five members of the Legislature, showing that Mr. Whitney's scheme, now more than twenty-five years old, was tried and was found unsatisfactory.

Cost of Text Books.

Mr. Whitney and his colleagues complain of the number and cost of text books used in the Public Schools. In order that there be no doubt as to the number authorized, the full list of

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text books used in the Public Schools and their retail price is here given :

First Reader, Part I	\$0 10
First Reader, Part II	0 15
Second Reader.....	0 20
Third Reader.....	0 30
Fourth Reader.....	0 40
High School Reader.....	0 50
Public School Arithmetic.....	0 25
Public School Algebra and Euclid.....	0 25
Public School Geography.....	0 75
Public School Grammar.....	0 25
Public School History of England and Canada.....	0 30
History of the Dominion of Canada, Clement (for Fifth Form).....	0 50
Public School Drawing Course, five numbers—at 5c.....	0 25
Public School Physiology and Temperance.....	0 25
Public School Copy Book—Casselman—6 at 7c., 1 at 10c.....	0 52
Practical Speller—Gage.....	0 25
Public School Bookkeeping (Black).....	0 25
Public School Agriculture.....	0 30
Total cost.....	\$5 77

Any pupil can complete the Public School Course without purchasing a single text book not mentioned in the above list, and with reasonable care no pupil need purchase more than one book in each subject. Usually it takes ten years to complete the Public School Course. As the cost of the complete set of text books is \$5.77, the average cost per annum for text books for each pupil would not exceed 58 cents, or to be accurate, $57\frac{7}{10}$ cents.

Average Cost for the Whole Province.

From the figures obtained by the Education Department of the total number of authorized Public School text books issued by the publishers during the past three years, it is found that on the basis of the average annual enrolment of pupils in the Public Schools for those years the average annual cost of such books to the pupils attending the Public Schools of Ontario, was $21\frac{1}{2}$ cents per pupil.

Cost in Toronto.

In the city of Toronto text books are purchased for the pupils by the School Board under what is known as the Free Text Book System. From the Inspector's report (see page 17 of the Report of 1900) the following statement is taken :

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The cost per pupil for text books on the basis of average monthly attendance, omitting Kindergarten pupils, was $8\frac{1}{2}$ cents. The cost on the basis of total enrolment, omitting Kindergarten pupils, was $7\frac{1}{2}$ cents.

Cost of Text Books in the United States.

In the United States the publication of text books is not in any way controlled by the Departments of Education. Publishers therefore fix their own prices and the school authorities have power to change text books, from time to time, as they may deem expedient. In some States the Free Text Book System has been adopted, i.e., the trustees purchase the text books for the use of pupils, charging the cost to the ratepayers in the same way as the salaries of teachers and other school expenses are charged. The following statement, based upon the latest data known to the Education Department, shows the cost per pupil in a few States and cities that have adopted free text books:

*Massachusetts, average cost per pupil.....	\$1 55
Illinois, " " "	1 25
Rhode Island, " " "	1 13
*New York, " " "	1 10
New Hampshire, " " "	0 60
Delaware, " " "	0 40
Maryland, " " "	0 48
Maine, " " "	0 46
Missouri (rural), " " "	1 00
Missouri (urban), " " "	1 40
New Jersey, " " "	0 92
Pennsylvania, " " "	1 04
*Cambridge, Mass. " " "	1 47
*Somerville, " " "	1 70
Boston, " " "	0 90
Trenton, N.J. " " "	0 35
Philadelphia, Penn. " " "	1 04
Hamilton, Ont. average " " (including 5th form)	0 32 $\frac{7}{8}$
Hamilton, " " " " (exclusive of ")	0 29 $\frac{1}{2}$
Brantford, " " " "	0 22 $\frac{9}{10}$

NOTE.—Where marked with an asterisk the figures include text books and supplies. In other cases text books only.

Provincial Model Schools.

The Education Department supplies the text books used by pupils in the Provincial Model Schools free of charge.

The Toronto Model School is attended by over 500 pupils. The average of the last three years shows that the cost of text

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books per pupil amounted to 42 cents, the books furnished ranging from a primer at 10 cents per copy to the Public School Geography, at a cost, retail, of 75 cents, over 50 per cent. of the pupils using the more expensive books of the series.

Changes in Text Books.

The first series of Readers used in the Public Schools of Ontario was authorized by Dr. Ryerson in 1846.

The second series of Readers was authorized by Dr. Ryerson in 1867.

The present series of Readers was authorized in 1884.

There have been, therefore, but two changes in the Readers since our school system was organized, *i.e.*, in 55 years.

The following statement gives the dates at which the text books now in use in the Public Schools were authorized :

- | | | |
|--|---|-------|
| First Reader, Part I | } | 1884. |
| First Reader, Part II | | |
| Second Reader | | |
| Third Reader | | |
| Fourth Reader | | |
| High School Reader, 1886. | | |
| Public School Arithmetic, 1887 ; revised 1900. | | |
| Public School Algebra and Euclid, 1894. | | |
| Public School Geography, 1887 ; revised 1900. | | |
| Public School Grammar, 1887 ; revised 1900. | | |
| Public School History of England and Canada, 1892. | | |
| History of Canada (for Fifth Form), 1897. | | |
| Public School Drawing Course, 1891 ; revised 1900. | | |
| Public School Physiology and Temperance, 1893. | | |
| Public School Writing Course, 1891, Angular ; 1896, Vertical ; revised 1899. | | |
| Practical Speller—Gage, 1899. | | |
| Public School Bookkeeping (Black), 1900. | | |
| Public School Agriculture, 1899. | | |
| Public School Domestic Science (optional), 1898. | | |

Authority of Trustees.

Although the Department exercises the right of changing the text books when deemed necessary, trustees are empowered to continue the use of a former text book so long as it appears on the authorized list. Sec. 97 of the Public Schools Act provides as follows :—"Any authorized text book in actual use in any

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public or model school may be changed by the teacher of such school for any other authorized text book in the same subject, on the written approval of the trustees and the inspector, provided always such change is made at the beginning of a school term, and at least six months after such approval has been given."

Number of Text Books Used.

In 1875 (under Dr. Ryerson's administration) there were used in the Public Schools 55 text books.

In 1883 (under Mr. Crooks' administration) there were used in the Public Schools 53 text books.

In 1901 there were used in the Public Schools 13 text books.

Great Reduction Made.

Prior to 1883 there were several text books authorized in each subject, the consequence of which was that a pupil moving from one school to another, or from one municipality to another, would be obliged to purchase new text books in several of the subjects of the Public School Course. For instance, in 1883 there were 11 different Grammars, 9 different Geographies, 4 different Arithmetics, and 3 series of text books in Reading, in use in Public Schools. The present policy of the Department is to authorize but one text book in each subject, so that pupils changing from one school to another may not be required to purchase new books.

High School Text Books.

In 1875 there were used in the High Schools of Ontario 80 text books.

In 1883 there were used in the High Schools of Ontario 131 text books.

In 1901 there were used in the High Schools of Ontario 23 text books.

NOTE.—Of the 23 text books in use now two are common to both the Public and High School Course, and with the exception of Algebra and Composition, three is but one text book in each subject.

Canada for the Canadians.

The policy of the Education Department is to encourage the production of text books in Canada, and to accomplish this as far

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as possible, the Canadian author has been given the preference over a foreign author.

In 1883, out of the 184 books used in the Public and High Schools, 49 were written by Canadians and 135 were written either by American or British authors.

In 1901 every book used in the Public and High Schools, with two exceptions, is the work of a Canadian author. The two exceptions are the Euclid and the Greek Beginner's Book, both used in High Schools.

Encourage Home Manufactures.

In 1883, 87 of the text books used in the Public and High Schools were imported from abroad.

In 1901, every text book used in the Public and High Schools is manufactured in Canada, thus giving employment to our own printers, binders, paper manufacturers, etc.

Reduction in Price.

The following statement shows the cost of the text books mentioned therein in 1883 and in 1901:

	Price in 1883.	Price in 1901.	No. of Pupils in Subject, 1900.	Money Saved.
Drawing Books.....	\$.15	\$.5	436,078	\$43,607 80
Writing Books.....	.10	.7	453,930	13,617 90
2nd Reader.....	.25	.20	88,836	4,441 80
3rd ".....	.35	.30	94,069	4,703 45
4th ".....	.45	.40	84,507	4,225 35
5th ".....	.60	.50	17,468	1,746 80
Total saved in above..				\$72,343 10

Cost of Text Books in some States and Cities of the United States.

A comparison of the cost of text books used in the majority of the Elementary Schools of some of the States of the Union may be useful in satisfying the reader as to low cost of similar text books authorized in Ontario for our Public Schools.

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	California.	City of St. Louis.	Kansas.	Missouri.	State of Washington.	West Virginia.	State of New York.	City of St. Paul.	Montana.	Idaho.	Ontario.
	\$ c	\$ c.	\$ c	\$ c.	\$ c	\$ c.	\$ c	\$ c.	\$ c.	\$ c.	\$ c.
Readers	1 65	2 45	1 32	1 55	1 62	1 28	2 57	2 58	2 06	2 40	1 65
Arithmetic	75	75	80	1 11	95	1 37	95	1 30	1 25	80	25
Geography	1 80	1 50	1 85	1 23	80	1 90	1 80	1 85	1 33	1 85	75
Grammar	85	1 10	55	86	95	68	1 00	1 50	2 04	1 45	25
History	1 35	80	90	2 12	2 70	2 10	1 00	1 80	2 00	2 40	80
Drawing		90	50			65	1 05	1 15		1 00	25
Writing			35	35	64	35	48	30	35	38	52
Physiology	60		50	45	75	55	1 10	30	1 20	85	25
Temperance											
Algebra	30		50								25
Euclid											
Spelling			10	19	20	10		20	35	35	25
Book-keeping ..			40			35			70		25
Agriculture											30
	7 30	7 50	7 77	7 86	8 61	9 33	9 95	10 98	11 28	11 48	5 77

Growth of Education.

Notwithstanding the criticisms of the Opposition, there is no doubt as to the steady progress of education under the present Minister. Since 1883 the following evidences of growth are worthy of notice:

	1882	1901	Increase.
Number of Public Schools.....	5,203	6,010	807
Number of Teachers.....	6,587	9 440	2,853
Number of First-Class Certificates.....	246	581	335
Number of Second-Class Certificates.....	2,169	3,851	1,682
Number Trained in Normal School.....	1,873	4,175	2,302
Number of Pupils Passed Entrance Exams	4,371	12,229	7,858
Number of High Schools.....	104	131	27
Number of New High School Buildings since 1882.....		54	54
Number of High School Teachers.....	332	573	241
Number of Pupils in High Schools.....	12,348	21,723	9,375
Number of Pupils who left for Agricultural Pursuits.....	646	757	111
Number who left for Mercantile Life....	881	1,331	450
Number of Public Libraries.....	94	432	338
Number of Volumes taken out by Readers	251,920	2,534,711	2,282,791
Number of Students—School of Science.	18	290	272
Number of University Students.....	342	862	520

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School of Practical Science.

The growth of the School of Practical Science is one of the most interesting phases of higher education in the Province. This School was established by the late Mr. Crooks, under an Act of Parliament passed in 1873. The first building for its accommodation was erected in the University grounds at a cost of about \$40,000. Since that time \$230,000 have been expended on buildings and equipment and the Government has pledged itself to a further expenditure of \$200,000 to meet the increasing wants of the School.

In 1882 the School was attended by 18 pupils, with only 3 Instructors on the staff. In 1901 the attendance of pupils reached 290, with a staff consisting of 6 Professors, 3 Lecturers, 6 Demonstrators, 7 Fellows and 3 attendants or 25 in all.

The expenditure in 1901 amounted to \$37,050.58.

The course of instruction in the School of Practical Science embraces Mining Engineering, Electrical Engineering, Mechanical Engineering, Land Surveying, Hydraulic Engineering and cognate subjects. The graduates of the School rank with the best engineers in the Province and find ready employment throughout Canada and the United States.

The University of Toronto.

No more conclusive evidence could be desired that the attacks of the Opposition on the School System of the Province are utterly at fault than is to be found in the increased attendance at the University of Toronto and at the other great Universities of the Province. Dealing with Toronto alone, the following statistics are conclusive:

Number of students enrolled in Arts, 1882.....	322
“ “ “ “ 1901.....	862

To this number should be added the attendance in Medicine, 394 in 1901 and Engineering 231, these faculties having been established since 1883, thus making a grand total of 1,487 in 1901 against 322 eighteen years ago. If our Public School system is deteriorating, how is it possible that in one University alone the attendance of students has increased five-fold?

In the same time the attendance in Arts at Queen's has increased from 173 to 479. McMaster University, with a large attendance of students, has also been established since 1883.

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Victoria and Trinity were never more prosperous than they are now. In fact, the attendance at higher seats of learning of every description has greatly increased. Where then is the deterioration?

The interest of the Government in education is also shown in the expenditures as compared between 1871 and 1901, according to the following statement, representing an increase of 175 per cent.:

	1871	1901
Total grants for all Public, High and Separate School purposes.....	\$ 351,306	\$743,142.33
Total grants for School of Science.....		37,050.58
Total grants for University of Toronto.....		35,964.14
Total grants for Mining Schools.....		42,069.45
Total grants for Agricultural Education....		110,725.00
Grand Total grants for Education.....	\$ 351,306	\$968,951.50

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